

Advocacy for disability rights

OPDs

Learning objectives

By the end of the session participants shall be able to:

- Define advocacy.
- Explain the importance of advocacy for disability rights.
- Explain the advocacy cycle.
- Give examples of advocacy strategies.
- Give examples of challenges to advocacy and how to overcome them.
- List types of advocacy.

Time allocated

- 190 minutes.

Resources needed

- Whiteboard or flipchart
- Flipchart paper and markers
- Four cards of the advocacy questions from end of session plan
- Four cards of the advocacy scenarios from end of session plan.

Preparation

Familiarise with:

- Advocacy module content.

Write:

- session title and learning objectives on the board.

Print:

- copy of the handout for each participant.
- copy of the advocacy questions for each group printed from end of session plan
- copy of scenarios from the end of the session plan – 1 scenario for each group

1. Introduction (10 minutes)

OPDs

Advocacy for disability rights

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Advocacy: 2

Read out the learning objectives.

1. What is advocacy? (20 minutes)

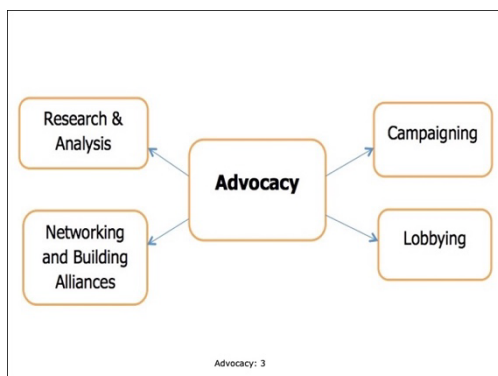
OPDs

Ask: Can anyone explain what we mean by 'advocacy'?

Acknowledge responses.

Explain:

- It is an activity that aims to influence decisions within economic, political, or social systems and institutions.
- It can be carried out by an individual or a group.
- It may be self-advocacy – someone advocating for their own rights.



Show the slide and also direct participants to the diagram in their Participant Manual showing different aspects included in advocacy:

Research and analysis can provide evidence to support advocacy.

Building partnerships with other stakeholders can give advocacy efforts more strength.

Campaigning can be used to raise interest and awareness.

Lobbying is part of advocacy and is the act of attempting to influence.

Ask: Can anyone give an example of an advocacy activity related to disability rights?

Acknowledge responses.

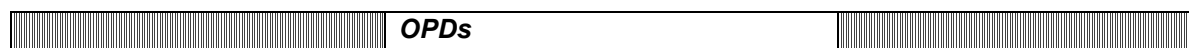
Explain: Advocacy activities might include media campaigns, public speaking, or demonstrations.

Ask: Has anyone been involved in advocacy activities?

Acknowledge responses and ask follow up questions such as:

- Who was involved in planning the activity?
- How many people were involved?
- Who were you trying to influence with the activity?
- What was the outcome?
- What kind of challenges did you face and how did you overcome them?

2. Types of advocacy (5 minutes)



Types of advocacy

- Self-advocacy
- Individual advocacy (informal / formal)
- Systems advocacy.

Advocacy: 4

Explain:

- These are examples of different types of advocacy:
- **Self-Advocacy** refers to an individual's ability to effectively communicate his or her own interests, and rights.
- **Individual Advocacy** is where a person or group of people concentrate their efforts on advocating to just one or two individuals who may have influence. This may be informal advocacy - when for example parents, friends, or family members speak out and advocate for vulnerable people - or formal advocacy – involving for example, organizations such as OPDs that advocate for someone or for a group of individuals.
- **Systems Advocacy** is about changing policies, laws or rules that impact how someone lives their life.

Advocacy for disability rights

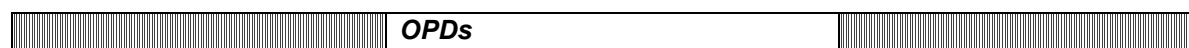
- Enables people to be heard.
- Supports the protection of human rights.
- Influences laws and policies.

Advocacy: 5

Explain that advocacy in the disability context relates to advocacy for disability rights. It:

- enables people to be heard
- supports the protection of human right
- influences laws and policies.

3. Why disability advocacy is important (5 minutes)



Ask: Why is disability advocacy important?

Acknowledge responses.

Why disability advocacy is important

- To ensure that the rights of persons with disabilities are highlighted and upheld.
- To defend and safeguard rights.

Advocacy: 6

Explain:

- Disability advocacy is important to ensure that the rights of persons with disabilities under international and national laws are upheld.
- It is a method to defend and safeguard rights that might otherwise be compromised or ignored by people in positions of power who do not know or may not respect those rights.

4. Advocacy cycle (15 minutes)

Direct participants to the cycle of advocacy diagram in the Participant Manual and on the slide.



Explain:

- The cycle of advocacy is similar to the cycle of activities we use for a project or programme – known as the Project Cycle.
- The advocacy cycle begins with identifying what you would like to **change** – the issue. You may want to change many things, but advocacy should be specific so that you can target stakeholders who can influence that specific issue. And you may want to prioritize important issues that affect a great number of people such as accessibility to vote, availability of assistive devices, or accessible transport.

Ask: What do you think is one of the most important areas where change is needed in Zanzibar that you might advocate for?

Acknowledge responses.

- The next step is designing the best influencing **strategy**. This may involve gathering and analyzing information to support your case – such as which UN CRPD article concerns the right for which you are advocating. This stage will also consider the causes and effects of the issue on which you are advocating and identify possible solutions and resources. It is helpful if you have facts and statistics to support your advocacy – such as how many people are affected. Also consider case studies – real life examples of the impact that is being felt while that right is not being realized for people with disabilities.

Ask: For our example above, what might the strategy include?

Acknowledge responses.

- Then you will develop an advocacy **plan** which will detail what you are going to do, when you are going to do it and who will be responsible for what. For example, is it advocacy by one OPD or by SHIYAWAZA with the involvement of all OPDs and other stakeholders (such as for accessible transport which affects people with many different types of disabilities). Make sure you have a clear target.

Ask: For our example, what might the plan include?

Acknowledge responses.

- The next step is **implementation**. Information needs to be presented in a clear and effective way,

and with conviction. It must be presented to the right people – those who can influence change.

Ask: For our example, how might we implement our plan?

Acknowledge responses.

- The next step is **monitoring** and **evaluation**. This may involve follow up activities, and evaluating the impact of your advocacy. This cycle can be repeated many times during an advocacy campaign, with your monitoring and evaluation helping you to make any necessary changes to your advocacy plan.

Ask: for our example, what kind of monitoring and evaluation might take place?

Acknowledge responses.

- Knowing the advocacy cycle can help you to plan and implement advocacy activities. Use a dispatch book to keep a record of where you went, who you met etc. so you can follow up with confidence.

Ask if anyone has prepared an advocacy plan and if they have any comments.

Acknowledge responses.

5. Advocacy strategies (75 minutes)



Ask: Who has influence and responsibility in the community and might be a target for advocacy?

Acknowledge responses.

Ask: who are the key advocacy stakeholders in Zanzibar?

Acknowledge responses.

Activity

Advocacy strategies

Advocacy: 8

Introduce the activity

Activity: advocacy strategies	
Groups	Divide participants into four groups
Instructions	<p>Give each group one of the four scenario cards.</p> <p>Give each group a copy of the advocacy strategy questions from the end of the session plan.</p> <p>Ask the groups to consider how they might advocate for the topic they have been assigned. Who would they involve in the strategy, what might the strategy include, and who would they address their advocacy efforts to? What would be their desired outcome? What are challenges they may face and how would they overcome them?</p> <p>Emphasize they shouldn't just say they would 'carry out sensitization'; or 'carry out advocacy' but give details on the kind of activities they might do.</p> <p>Explain they will have 30 minutes to discuss their scenario and 3 minutes to present their recommendations to the rest of the group. They can either explain their advocacy strategy or use drama.</p>
Monitor	Check the groups understand the task and are considering all the questions on the board. Halfway through the time, remind them to consider all four areas highlighted on the board.
Time	Allow 30 minutes for the groups to discuss the task and 5 minutes for each group to feedback. (Total time 55 minutes including changeover).
Feedback	Ask each group to come to the front in turn and, using the headings on the slide, feedback to the rest of the participants. After each presentation allow 1-2 minutes for discussion.

Remember

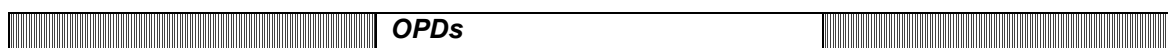
- Rehearse what you are going to say
- Use hand gestures and eye contact to add power to your presentation
- Use case studies
- Provide data and references to laws
- Be specific and clear
- Be respectful.

Advocacy: 9

Emphasize that advocacy takes planning and practice.

- Rehearse what you are going to say in a meeting or presentation.
- Use communication such as hand gestures and eye contact.
- Use case studies to illustrate your points.
- Provide data and references to laws to back up your case.
- Be specific and clear with what you are asking for, and be respectful.

2. Challenges to advocacy (60 minutes)



Trainer's Notes:

If time is short, you can also run this section for the group as a whole, rather than dividing the group to begin with.

Discussion

Challenges to advocacy

Advocacy: 10

Explain:

- We have covered the theory of advocacy, and many of you have been involved in advocacy activities and have been on previous trainings in advocacy.
- We are now going to discuss the factors that limit the effectiveness of our advocacy.

Activity	
Groups	Divide participants into four groups.
Instructions	Ask each group to consider the factors that are affecting OPD advocacy in Zanzibar. Ask them to consider what is working well? What is not working well? How can the challenges be overcome?
Monitor	Check all groups understand the task.
Time	Allow 30 minutes for discussion and then facilitate a discussion with the whole group for 25 minutes asking for feedback (Total: 55 mins)
Feedback	Each group does not need to feedback in turn, but make sure you get contributions from each group.

Ask if someone can give another example of a challenge they faced and how it was overcome. Take one or two examples and add your own if there is time.

Emphasise the importance of always ensuring that advocacy activities are non-violent and non-aggressive. Never get angry when advocating.

Stay in control of the advocacy process and ensure that people with other agendas do not get involved. For example, if you are organizing a demonstration, do not include strangers, but focus on including people that are passionate about the issue but will advocate responsibly.

Let participants know that we will be looking specifically at lobbying in another session, which is also part of advocacy.

Close the session.

Advocacy scenarios

Note: these scenarios can be changed as necessary.

1. Kibibi uses a wheelchair to get to her vocational training centre. When the weather is good she pushes herself the two miles from her house to the centre. But during the rainy season the road gets waterlogged and she needs to use a dala-dala. However, the dala-dala drivers and conductors insist on charging Kibibi a double fare to take her wheelchair, and sometimes they don't even stop.
2. Ali is a person with albinism. He has excellent administration skills and has applied for a job to a local company that is often hiring administrators but has always been turned down.
3. Amina and Salim have three children. Two of them are at school, but the third they keep hidden in the house and neighbours say she is a child called Semeni who is about six years old who has cerebral palsy (CP).
4. Jecha is HIV positive and has a visual impairment. He attended a meeting on HIV and AIDS run by a local NGO focusing on HIV and AIDS, but they suggested he does not come to future meetings as they will be showing films and using powerpoint presentations. They said he should rather contact ZANAB and ZAPHA to *'get more specific information for his condition'* as they put it.

Advocacy strategy questions

Think about what kind of advocacy could help and how:

- Who would you involve in the strategy?
- What advocacy activities might you choose?
- Who would you address your advocacy efforts to?
- What outcome would you be trying to achieve?
- What lessons might you learn?

